

## **MCCARTHY/TESZLER LEARNING CENTER**

175 Burdette Street  
Spartanburg, South Carolina 29307

**GRADES** K-12 High School

**ENROLLMENT** 226 Students

**PRINCIPAL** Dr. Joette C. Johnson 864-596-8491

**SUPERINTENDENT** Dr. J. Lynn Batten 864-594-4400

**BOARD CHAIR** David W. Cecil, II 864-594-4400

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**N/A**

Absolute Ratings of High Schools with Students like Ours

**Excellent**

**Good**

**Average**

**Below Average**

**Unsatisfactory**

N/A

N/A

N/A

N/A

N/A

#### **IMPROVEMENT RATING:**

**N/A**

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 4 out of 4 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	N/A	N/A	N/A
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	N/A	N/A	No
<b>2004</b>	N/A	N/A	Yes

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Passed 1 subtest</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Passed no subtests</b>	100.0	N/A	N/A	N/A	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	N/A	N/A
<b>Seniors who met the SAT/ACT requirement</b>	N/A	N/A
<b>Seniors who met the grade point average</b>	N/A	N/A

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	N/A	N/A
<b>Number of Diplomas</b>	N/A	N/A
<b>Rate</b>	N/A	N/A

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	N/A	N/A	N/A	N/A	N/A	N/A	I/S
Gender							
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Racial/Ethnic Group							
Non disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabilities other than speech	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

# HSAP PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 33.3%									
All Students	21	95.2	20.0	6.7	53.3	20.0	73.3	YES	YES
Gender									
Male	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	17	94.1	25.0	8.3	41.7	25.0	66.7	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	21	95.2	20.0	6.7	53.3	20.0	73.3	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	21	95.2	20.0	6.7	53.3	20.0	73.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	14	92.9	20.0	10.0	40.0	30.0	70.0	I/S	I/S
Full-pay meals	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Mathematics - State Performance Objective = 30.0%									
All Students	21	95.2	20.0	20.0	46.7	13.3	73.3	YES	YES
Gender									
Male	12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	9	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	10	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	17	94.1	25.0	16.7	41.7	16.7	66.7	I/S	I/S
Migrant Status									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	21	95.2	20.0	20.0	46.7	13.3	73.3	N/A	N/A
English Proficiency									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	21	95.2	20.0	20.0	46.7	13.3	73.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	14	92.9	20.0	20.0	40.0	20.0	70.0	I/S	I/S
Full-pay meals	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A

## Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

## DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
<b>Students (n= 226)</b>				
Retention rate	21.3%	Down from 22.1%	18.1%	9.1%
Attendance rate	90.3%	Up from 90.1%	95.6%	96.0%
Eligible for gifted and talented	0.0%	No change	1.5%	5.8%
With disabilities other than speech	86.7%	Up from 82.1%	17.4%	12.7%
Older than usual for grade	14.6%	Up from 13.6%	19.8%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 2.3%	0.1%	1.6%
Enrolled in AP/IB programs	0.0%	No change	0.0%	10.2%
Successful on AP/IB exams	N/AV		10.2%	53.8%
Annual dropout rate	0.0%	No change	1.3%	2.7%
Career/technology students in co-curricular organizations	N/A	N/A	1.9%	3.6%
Enrollment in career/technology center courses	N/A	N/A	274	466
Students participating in worked-based experiences	N/A	N/A	22.9%	25.7%
Career/technology students mastering core competencies	N/A	N/A	63.4%	77.7%
Career/technology completers placed	N/A	N/A	97.3%	99.3%

<b>Teachers (n= 71)</b>				
Teachers with advanced degrees	46.5%	Down from 47.8%	47.6%	52.0%
Continuing contract teachers	84.5%	Down from 88.1%	77.1%	82.1%
Highly qualified teachers**	84.7%	N/A	83.1%	89.5%
Teachers with emergency or provisional certificates	4.8%		11.6%	8.6%
Teachers returning from previous year	90.2%	Up from 89.6%	80.4%	86.2%
Teacher attendance rate	96.6%	Up from 92.2%	94.9%	95.3%
Average teacher salary	\$43,590	Up 3.0%	\$39,910	\$41,060
Prof. development days/teacher	7.7 days	No change	11.2 days	10.6 days

<b>School</b>				
Principal's years at school	17.0	Up from 16.0	2.0	3.0
Student-teacher ratio in core subjects	7.6 to 1	No change	17.3 to 1	26.4 to 1
Prime instructional time	84.8%	Up from 81.3%	88.0%	90.0%
Dollars spent per pupil*	\$39,210	Up 5.7%	\$9,182	\$6,310
Percent of expenditures for teacher salaries*	65.1%	Down from 65.6%	58.2%	57.9%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	86.8%	Up from 83.2%	79.0%	89.3%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development program	Unsatisfactory	N/A	Average	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.8%	92.0%
Highly qualified teachers in high poverty schools**	89.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The McCarthy/Teszler School began a new era in 2003 with the opening of a new \$12 million facility specifically designed to meet the needs of the special population we serve. With the additional classroom space, multi-purpose spaces, computer lab, therapeutic pool, multi-sensory therapy areas and many, many more state of the art areas, we now have the facility to provide better programming for a variety of children's needs.

During the 2003-2004 school year, we participated in a variety of school sponsored and district sponsored initiatives. We applied for and were one of 78 out of over 300 applicants in the state to receive the Red Carpet Award from the State Department of Education. The award is given to schools that are considered family-friendly and have excellent "customer" services available. During this process, we developed a new brochure about our school and reviewed our parent communication techniques.

We hosted a building dedication ceremony in April that was attended by many former employees and students and involved participation from each of the seven school districts of Spartanburg County. It was well attended and was an enjoyable day for students and staff alike.

We have continued to emphasize parental participation. We hosted an Open House before school began to allow parents and students to tour and become familiar with the new school. We invited parents to attend Terrific Kids programs and hosted awards day ceremonies throughout the year. At our end of the year annual review meetings, it was noted that attendance by parents had increased which was seen by the staff as encouraging.

The community and the school districts are proud of the work that is done at McCarthy/Teszler School. We will continue to make students' potential the most important part of what we do.

Dr. Joette Johnson, Principal

Pam Dean, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	42	0	23
Percent satisfied with learning environment	78.6%	N/R	87.0%
Percent satisfied with social and physical environment	92.7%	N/R	91.3%
Percent satisfied with home-school relations	75.6%	N/R	72.7%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.